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TITLE Instructional Strategies (Module No. I:D-1 of the Competency Based Teacher Education Series). Description of Teacher Inservice Education Materials.

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ABSTRACT

The inservice and preservice learning module described here focuses on instructional strategies that will improve teachers' abilities to describe learning objectives in a competency-based program, to develop good technical skills, and to provide a variety of strategies for incorporation into individual teaching styles. Information is provided in this report on the purposes and content of the module as well as activities and resources involved. A critique of the program and ordering information are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INSTRUCTIONAL STRATEGIES (Module No. I:D-1 of the Competency Based Teacher Education Series)

Publication Date(s): 1972; revised 1973

Intended Users: Preservice and inservice teachers interested in acquiring skills which should contribute to an improved overall teaching style

Grade Level(s): Middle and secondary school

Number: Individual or group

Primary Focus: The intent of the product is to enhance teacher effectiveness by developing good technical skills such as reinforcement and stimulus variations, among others, and to provide a variety of strategies for incorporation into a person's teaching style.

School subject(s) and/or inservice topic(s) covered:

This module focuses on instructional strategies which will improve teachers' abilities to describe learning objectives and to develop effective and dynamic teaching styles. Included is a process requiring the participant to pick a topic from his/her own discipline and describing how it would be taught through the objectives listed in the program.

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What participant does in using the materials:

The user reads the objectives, takes the pretest, reads the rationale, selects an instructional objective, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps, as this module and the others in the series are competency-based.

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Resources:

Program implementation will require users to have: one booklet, entitled "Instructional Strategies" (13 pages); a peer group; a module director (or discussion leader, or facilitator); a place where seminars may meet. According to the developer, approximate time needed to complete this program is five hours.

Describer critique:

Although the developer claims that this module is self-contained, the scope of the topic is broad enough to make additional resources (possibly those suggested in the module) desirable for effective achievement of the stated purpose. Otherwise the module is well-organized, and should allow users to acquire some insight on the instructional strategies which are focused.

TS85

competency-based education - educational techniques -
(ASG) human growth and development - cognitive -
perceptual motor learning - affective development

TD

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2.

1.0 PURPOSES:

Rationale

The principle of competency-based education implies that certain needs are identified by those associated in some degree with teacher effectiveness; objectives are set, means to achieve those objectives are developed, and ways in which the learning that takes place can be measured are supplied. The nine modules in this package follow this pattern, and are designed to enhance the instructional strategies and professional competence of teachers.

Goals

The purpose of this module is to familiarize users with a variety of strategies which are available for exploration and incorporation into his/her emerging teaching style.

Objectives

The objectives of this module are:

- To describe, in writing, strategies associated with each of four categories of objectives for which instructional strategies have been designed; and
- to explain the justifications quoted by educators for supposing that a teacher who uses a variety of instructional strategies may be more effective than one who uses only a few.

2.0 CONTENT — Scope and Sequencing of Topics:Scope

The scope of topics covered can be described through the pretest, summarized here:

- Describe the following categories of objectives: 1) content; 2) cognitive process; 3) affect; 4) psychomotor;
- State hypothesized relationship between teaching effectiveness and the use of different instructional strategies;
- Describe relationship between the use of a variety of instructional strategies and teaching styles;
- Pick a topic from own discipline and describe how it would be taught through the objectives listed above; and
- Describe "ideal" teacher.

Sequence

A sequence is suggested in the instructions for completing the various elements in each module, and should be followed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Most of the instructional modules (IM) utilized in the University of Texas at El Paso Teacher Education program follow a similar format: specific instructions are included in each IM. The user reads the objectives, takes the pretest, reads the rationale, selects an instructional alternative, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps. Should the user fail the posttest, it will be necessary to recycle and select another instructional alternative.

3.2 Help given in use of product:

Instructional alternatives are self-explanatory. They require other learners and an instructor, who will evaluate users' progress.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each of the nine modules has a pretest and a posttest which permit the participant to evaluate his or her own inservice learning.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Resources required are a small peer group for seminars and group discussions, and a module director who will act as discussion leader and who will evaluate users' progress through instructional alternatives.

Approximately five hours are needed for successful completion of the program. Additional resources may include selections from the bibliography provided in the back of the booklet.

5.2 Distributor name/address:

College of Education
The University of Texas at El Paso
El Paso, Texas 79968

Dr. Phyllis K. Fenson
Director, Learning Resource Center
(915) 747-5562

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CBTE Series of Nine Modules	Total \$18.00	No	1/participant	yes
INSTRUCTIONAL STRATEGIES				
Module No. I: D-1 of the Competency Based Teacher Education Series	\$2.00	no	1/participant	yes
Other Modules				
I:D-2 "Inductive Strategies"	2.00	no	1/participant	yes
I:D-3 "Deductive Strategies"	2.00	no	1/participant	yes
I:D-4 "Instructional Modules: What They Are"	2.00	no	1/participant	yes
I:D-5 "Individualizing Instruction"	2.00	no	1/participant	yes
I:D-6 "Tutoring"	2.00	no	1/participant	yes
I:D-7 "The Open Classroom Concept"	2.00	no	1/participant	yes
I:D-8 not included				
I:D-9 "Use of Community Resources"	2.00	no	1/participant	yes
I:D-10 "Programmed Instruction"	2.00	no	1/participant	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Ms. Norma Hernandez, Dean of the College of Education at the University of Texas (El Paso) is the author of this module and of two others in the series.

6.2 How developed and when:

This product was field tested at the University of Texas at El Paso both with in-service teachers taking courses and with preservice undergraduate students doing their practicum. Some of the exercises were simulated with peers. In most cases, the modules were revised one year after their original development, based on feedback from the field.

6.3 Evidence of effectiveness with users:

As part of the regular development of the product, revisions were made one year after the initial publication. Since the time of those revisions, no formal instrument designed to measure effectiveness with users has been produced, nor is such information available.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Given the briefness of this material, it is concisely written and sufficient to provide users with the fundamentals to achieve the stated purpose. It could best serve as one of several resources in a program focusing on the subject in a broader context. This module is, by definition, adaptable to a variety of users, grade levels, and subject areas. The technical quality of this material is adequate; it is mimeographed and spiral-bound.

Content accuracy/social fairness/community acceptance issues:

The information provided in this module is quite current in regard to teaching techniques. The implication might be that improved teacher effectiveness would prevent ethnic or sex bias, and would enable teachers to deal with controversy with greater sensitivity and skill. No biases seem intended, though throughout the module the learner is referred to in the masculine.

Overall summary/comment:

Although the developer claims that this module is totally self-contained, it is the describer's opinion that the scope of the subject is so broad as to require additional sources, possibly those listed in the back of the module booklet. If the product is used as one of several resources, and if the procedure is followed as suggested, this material could be quite useful in helping teachers develop a distinctive and effective teaching style.

LB-9/77